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ABSTRACT

Project GLAD (Guided Language Acquisition Design), a model of inservice teacher training in which teachers learn to modify instruction to promote acquisition of English as a Second Language, is outlined. The model uses the whole language approach to language learning. Its development was guided by research in whole language theory; integration of content and language within the curriculum; the role of the first language in learning; the value of culture; second language acquisition; neurological organization and brain hemisphere functions; effective reading and writing instruction; classroom environment; heterogeneous instructional grouping; and language functional environment. The teacher training is accomplished with a team of two instructors who model peer coaching. Instruction includes several days of training in theory and research, observation of demonstration lessons each day for one week, a week of classroom practice, feedback and coaching, and the opportunity for further instruction to become a trainer. Appended materials include newsletter and newspaper articles about the program, a project description and supporting documents, and idea outlines for instructional units on endangered animals and early California history. (MSE)

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ESEA TITLE VII

PROJECT G.L.A.D.

A Program of Academic Excellence
Fountain Valley School District

Language Acquisition to Literacy in a Multilingual Setting

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PROJECT G.L.A.D.
GUIDED LANGUAGE ACQUISITION DESIGN
(excerpt from Grant)

Project G.L.A.D. is a model of staff training for language acquisition. Teachers are trained to modify delivery of instruction to students to promote language acquisition. The ELA has two components.

1. The first component is the **"what"** of the language acquisition model. The "what" is the Guided Language Acquisition Design (GLAD). GLAD provides an organizational structure for an integrated, whole language approach. This approach is "whole language" in that it follows a philosophical belief in how language and concepts are acquired, as described by Krashen, Goodman, Traill and others. Integration, the interrelating of listening, speaking, reading and writing among all content areas and the interrelating of science, social studies, and literature with each other, underscores Krashen's finding that language is acquired most effectively when the emphasis is on meaning and the message and not on form. Language, any language, should be acquired while "studying" something of interest or real life use. By integrating the content areas with each other, learning is made more relevant and meaningful, thus insuring more efficient and effective language acquisition. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire language and concepts effectively and efficiently. Although as written, the GLAD model is intended for English Language Acquisition, it is valuable for acquisition of any language. Thus, the structure and strategies can be used in acquiring Spanish, Vietnamese or any other language. The structure, strategies, and classroom implications, are invaluable in a multi-lingual setting.

The following areas of research have influenced the GLAD model--they are given with examples of classroom application (either a strategy or implication):

<u>WHOLE LANGUAGE</u>
The works of Ken and Yetta Goodman, Barbara Flores, and Alma Flor Ada are only a few that reinforce the importance of whole language for all language learners. We agree that whole language is a philosophical belief that language acquisition is easy when it is whole, real and relevant; when it makes sense and is functional; when it is encountered in context. It is a perspective that is well grounded in learning theory and research and, as Goodman states, is firmly supported by:

- a theory of learning
- a theory of language
- a language centered view of curriculum

As Krashen reinforces, whole language is based on the premise that language and knowledge are acquired in a subconscious.process. Language learning is easy when it is whole, real, and relevant; when it makes sense and is functional.

Whole language recognizes that words, sounds, letters, phrases, clauses, sentences, and paragraphs are like molecules, atoms, and subatomic particles of things. Their characteristics can be studied but the whole is always more than the sum of its parts.

Linguists and reading researchers are turning their attention from the parts. We are beginning to realize we made mistakes when we tried to simplify reading with controlled vocabulary, phonics principles, or short choppy sentences in primers. What we gave children did not hang together, was unpredictable, and violated expectations of young children who knew how stories should go. We had lost sight of what Lewis Carroll said, "Take care of the sense and the sounds will take care of themselves."

Whole language has a basic view of teaching and the classroom that exhibits itself in total involvement on the part of students and teachers. One sees students working on a variety of activities in an environment that encourages risk taking and promotes self-esteem as Cummins and Krashen recommend. The students' cultures and languages are valued and the use of primary language is encouraged, not discouraged. There are high expectations by the teacher that all students will learn. These are reinforced by lots of student-student, student-teacher, and teacher-student modeling and interaction. When content, issues, and opinions are discussed in meaningful content, there is a high level of energy and a high level of acquisition of learning in the classroom.

Classroom Application: Interactive Journals--Dr. Flores, Gabirele Rico and others have recommended the value of authentic, free choice journals for development of emerging literacy (in any language). The value is with the teacher responding in an authentic manner to the message written (in whatever stage of writing development the student is) and not the form of correctness.

INTEGRATED LEARNING

We believe that integration is the curriculum model we use to translate the philosophy (Whole Language) into practice. Interrelating listening, speaking, reading, and writing is not integration. As Krashen, Goodman, Flores and Kovalik state: In integrated learning the focus is not language, the focus is the theme, content, issues and ideas. Language and learning are acquired more effectively and efficiently when in a meaningful context. Integration across the content areas helps to provide meaningful context.

An integrated whole language classroom summary:

1. Valuing of students' culture, language and viewpoint.
2. Emphasis on whole to part processes that are brain compatible; skills taught in meaningful context.
3. Listening, discussion, reading, and writing are viewed, taught, practiced, and evaluated as interrelated and integrated throughout all subject areas.

Classroom Application: Strategies such as Pictorial Input Charts, 10/2 Lecture, Personal Interaction, and Cooperative Learning support this. Cummins validates Krashen's findings in his latest book Empowering Minority Students when he says, "Within an interactive/ experiential pedagogical orientation, on the other hand, critical/ creative thinking is manifested through active use of oral and written language for collaborative exploration of issues and resolution of the real problems that form the curriculum. In other words, the primary focus is on process rather than transmission of content"--a direct correlation to Goodman, Friere and Flor Ada's work.

PRIMARY LANGUAGE

J. Cummins has presented research on the importance of primary language instruction and support. The positive effect of an education that utilizes and values primary language cannot be overstated. S. Krashen, Terrell, Legretta, Dennis Parker, Dr. Flor Ada, and others have reinforced these findings. Helping students to develop cognitive, academic language proficiency in their first language is the first step toward academic success for all second language learners.

Classroom Application:

- A print-rich, language functional environment with lots of books, charts and reading/writing in various languages (materials such as Big Books, charts, texts and literature in primary language); cross-age primary language shared reading time; use of 10/2 lecture with primary language processing groups; use of bilingual parents, teachers and instructional assistants using whole language, literature-based strategies to support classroom instruction and not fragment learning for the student. Encouraging use of primary language at home.
- Emerging literacy is occurring using the students' own language for reading and writing.

CULTURAL SENSITIVITY

As Cummins so eloquently makes the case--no matter what language is used for instruction, if the language, culture and personal experience of the student is not valued, the result is an alienated student who does not feel empowered to learn. He speaks strongly about the deficit models of education we have followed that explain student failure by blaming the student and not the system.

In a multilingual classroom, it is not possible to become an expert on all cultures and their variations. For example, the experience of a Mexican immigrant is different than that of a second generation Mexican-American or Chicano. This is true for all cultures. To put these together under a generalized heading of Mexican culture is to do a disservice to the child and the rich culture. Our classrooms must be a place where children examine diversity and similarities of their own personal and cultural experiences, in an environment that promotes and values both diversity and commonalities.

4. Teacher utilizes all content areas and uses a variety of resources/materials/texts to make learning relevant and interesting.
5. Balance between competition and cooperation; independent and interactive heterogeneous groups to promote cross cultural respect and interaction.
6. Focus is on activities which require students to use language (both oral and written) for real purposes. Skill-acquisition occurs as a natural part of this process.
7. All varied functions of oral and written language are encouraged, displayed and utilized in a language functional environment.

Classroom Application: Unit planning assures that one content area such as literature, is brought in to reinforce and teach aspects of other content areas such as social studies and science.

SECOND LANGUAGE ACQUISITION

First, of course, is the work done in the field of second language acquisition by Stephen Krashen and Tracy Terrell. Krashen's five hypotheses in language acquisition have made valuable impacts, not only in the teaching of English as a Second Language, but also in the teaching of language and reading in general. For our purposes, the three most influential hypotheses were: Language is acquired, not learned; comprehensible input; and the need for a low affective filter.

Acquisition vs. Learning: The words of Krashen and others clearly showed that language is acquired and not learned out of pages of workbooks, thus demonstrating the need for a whole language approach to learning. However, we in the field continued to approach ESL with the "pull-out" mentality. It was felt that language learning could be achieved by pulling students out from their classes for 30 minutes at a time and drilled on vocabulary and syntax. This resulted in the student receiving short, unconnected blocks of time with a preplanned "program" that insured that learning was made meaningless and trivial. The remainder of the time, the student was placed in classes that were virtually incomprehensible. Krashen's acquisition hypothesis underscored the need for using a whole language approach to present skills in meaningful context.

Comprehensible Input: The need for direct teaching and texts to be understandable is obvious. However, obvious on an intellectual level, the need for comprehensible input gives way to the "read to the end of the chapter and answer the questions" mentality. It is crucial to insure that any direct teaching or readings from texts are understood.

Affective Filter: This hypothesis maintains that language is most efficiently learned in a risk free environment, an environment that promotes the self esteem and values of the student. In an open, accepting environment, students feel free to take risks with language. Their self-esteem grows as they become valuable members of a language-rich, language-functional classroom where negotiating for meaning is encouraged.

Celebrating Cinco de Mayo, or other ethnic holidays, is not sufficient to prevent prejudice. The way we grow in respect for someone is by getting to know them and working with them.

Classroom Application:

- In curriculum, infusion of cultural awareness and respect throughout all units; in literature, infusion throughout the unit with discussions of universal truths; commonalities, similarities, and differences; during holidays, sharing cultural experiences of socialization and values of students and parents; in strategies promoting cross-cultural respect through working together using personal interaction, cooperative learning, T-graph for social skills.
- The Writing Process--use of the writing process to assist a student in writing development, is recommended by Cummins (Empowering Minority Students) and others because it is a process that develops the metacognitive aspect of writing through conference and portfolios rather than red-lining for correction. It also states, quite clearly, that writing is an extension of thinking, and, as such, oral language prewriting activities are required, not recommended.
- Emerging Literacy--reading success is promoted when the following elements such as core literature, shared reading experiences, Big Books, skills in context (decoding kept simple and finished by second grade), use of the student's own writings with language experience and interactive journals, and the expectation of success, not excuses for why the student did not fit into the basal scope and sequence, are developed in the classroom.

BRAIN RESEARCH

The exciting thing about the current research and writing in the field is that there is so much consensus across disciplines.

Metacognition: a good example of this. Although it appears to be a recent "buzz" word, research in reading and on the brain has shown metacognition to have important implications for the delivery of instruction for all students. Art Costa defines metacognition as "thinking about thinking." For teachers, this means providing the student with processing strategies for learning and organizing their thinking. Two important findings have come out of the research on metacognition:

- The first is the importance of background information. Some studies have shown that it is a higher predictor of reading success than IQ tests or reading achievement scores. The importance of accessing, focusing, or building background information cannot be ignored.
- The second finding is the active nature of reading. Reading is an active, cognitive process requiring interaction between the reader and author. Each student with his/her own background, brings a different interpretation. In the delivery of instruction, for example, instead of accepting a correct answer from a student, emphasis is put on how that answer was found, what thinking process was used. The students are actively involved in how they are learning, not just what.

Making Information Retrievable: Susan Kovalik reported that there were three ways to make information retrievable over time:

1. The first is to make it emotional. None of us will ever forget where we were when John Kennedy was killed. It was a very emotional thing. How do we hook students emotionally? By reading out loud to them, often in any language.
2. The second way is to make it meaningful. Relating information to the student's life and having student set purposes for learning are very important.
3. The third way is to make it creative, make use of the brain's need for patterning. Given these two ways, it is understandable why most of us can recite Humpty Dumpty but cannot remember what a Prime Number is. Even though neither one was particularly meaningful in later life, we remember Humpty Dumpty because it uses rhyme to imprint itself forever on our minds. Montessori, Math Their Way, and the McKrackens, to name a few, use patterning, rhythm and rhyme to make information retrievable over time. This patterning has been used in many Big Books in Spanish and English.

Right Brain/Left Brain: The issue of right/left brain learning, while hotly contested in some aspects, gave rise to two important implications for the teacher.

1. The first was that most children need to learn "whole to part" rather than part to whole. Some of these are the children who never experience the wholeness of language reading at home and come to school ill-prepared to deal with a part-to-whole method. There are as well children who find it a more natural way to learn.
2. The second implication is the importance of graphic organizers to help not only organize thinking, but to visually imprint this information on the brain and make it retrievable. We refer to any organizer (mindmapping, clustering, input charts, etc.) that uses a non-writing or non-linear form of presenting information as a graphic organizer. The importance is not what these organizers are called, rather with the fact that methods such as these imprint information on the brain.

Classroom Application: The use of graphic organizers; patterning; rhythmic and patterned reading; active involvement in text; the use of motivation and closure as metacognitive instruments, as with inquiry charts and personal exploration are all supported by brain research.

READING/WRITING

The California Language Arts Framework states that "The new English language arts program shall be a literature-based, integrated program, accessible to all students through meaning-centered instruction and purposeful assessment." The framework stated the necessity of an oral language based program that utilizes writing as a process and encourages the purpose and joy of reading and writing.

Becoming a Nation of Readers was influential in underscoring the problems of existing basals of all languages.

Classroom Application:

- The Writing Process--use of the writing process to assist a student in writing development, is recommended by Cummins' (Empowering Minotiry Students) and others because it is a process that develops the metacognitive aspect of writing through conference and portfolios rather than red-lining for correction. It also states, quite clearly, that writing is an extension of thinking, and as such, oral language prewriting activities are required, not recommended.
- Emerging Literacy--reading success is promoted when elements such as core literature, shared reading experiences, Big Books, skills in context (decoding kept simple and finished by second grade), use of the student's own writings with language experience and interactive journals, and the expectation of success, not excuses for why the student did not fit into the basal scope and sequence, are all developed in the classroom.

CLASSROOM ENVIRONMENT/HETEROGENEOUS GROUPINGS

Initial grouping is done very early in a child's school career. These early groupings are frequently based upon information that is incomplete or inaccurately assessed. Such groupings, which likely reflect the family's socioeconomic status more than the child's ability or potential to learn, result in higher socioeconomic status children receiving favored treatment. John I. Goodlad, in "A Place Called School" reminds us that "ability grouping and tracking appear not to produce expected gains in student's achievement." Goodlad's researchers focused on whether the content of the curriculum differed from track to track, whether the methods used were different and whether the social relationships differed. The picture that emerged from this study is of the relative isolation of low track classes. The assignment of students to the classes regarded as low, predicts for these students diminished access to the more satisfactory conditions for learning.

Classroom Application: Cooperative Learning--research done by Kagen, Slavin, Johnson and Johnson, Cummins, and Long support the importance of an environment of cooperation and support. A chance to negotiate for meaning, in an environment of mutual respect, is crucial for cross-cultural interaction. As Bruce Baron reports, one does not stop being prejudiced by celebrating Cinco de Mayo or eating burritos. One stops being prejudiced by working together and developing respect for one another.

A LANGUAGE FUNCTIONAL ENVIRONMENT

Leanna Traill from New Zealand reinforces that not only a print rich environment is beneficial, but a language functional environment is important. This is a classroom where the very walls surrounding the students reflect the language of the students to be used by the students in reading and writing. Also if that language is useful, meaningful and beautiful for the student, language acquisition is increased.

Classroom Application: Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment. The use of personal interaction values oral ideas and sharing.

WHAT A RESEARCH-BASED UNIT SHOULD INCLUDE:

Based on the above areas of research, we compiled a summary of strategies and classroom implications for teachers using the GLAD model.

1. A classroom environment that values the student and provides authentic opportunities for use of language.
2. A time to activate and focus prior knowledge; inquiry charts, brainstorming and clustering.
3. An opportunity to insure a common base of understanding; direct experiences, films, visuals, teachers read aloud.
4. A student set purpose for learning; motivating, stated result or goal; student choices; inquiry charts.
5. Chances to negotiate meaning from language and text; co-op activities for problem solving, social skills; heterogeneous grouping.
6. Direct teaching of concepts, vocabulary or necessary skills; text patterns, writing patterns; decoding skills (taught in context, kept simple, and finished early).
7. A self-awareness, cross-cultural interaction theme; risk-free classroom for language acquisition and trust.
8. Whole-to-part reading that stresses the purpose and joy before the skills; beginning with writing and reading one's own language; immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares.
9. Whole-to-part writing that stresses the purpose and joy before the editing; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals.
10. Active participation in all components of the unit.
11. Students taught how and encouraged to organize thoughts and texts--graphic organizers, summaries, visuals or contextual and semantic clues.
12. Teacher and students modelling of how an answer was arrived at, not merely what the correct answer was.
13. A closure to units to provide reflection on what has been learned and how.

GUIDED LANGUAGE ACQUISITION DESIGN (G.L.A.D.)

IDEA PAGE
The "What Do I Teach" Page

UNIT THEME
- Think across curriculum—science, social studies, literature
- Think cross-cultural sensitivity
- Think self-esteem, empowering students

FOCUSING/MOTIVATION
- Think metacognition
- Think access, focus, value personal/ cultural background
- Think build background information

CONCEPT
(Essential Understandings, Universal Truths/Commonalities)
- Think required state/ district guidelines
- Think across curriculum
- Think primary language discussions

VOCABULARY
- Think high to low
- Think "in context"
- Think primary language support

ENGLISH/LANGUAGE ARTS SKILLS
- Think listening, discussing, thinking, reading, and writing
- Think "in context"

MATH/SCIENCE/SOCIAL STUDIES SKILLS
- Think integration

CLOSURE
- Think metacognition
- Think personal choice (exploration)
- Think alternative means of assessment

RESOURCES AND MATERIALS
- Think core literature
- Think non-fiction, poetry, realistic fiction
- Think variety of media
- Think community resources
- Think parent resources
- Think International Library; fiction and non-fiction in many languages

GUIDED LANGUAGE ACQUISITION DESIGN (G.L.A.D.)

Unit Planning Page
The "How Do I Do It" Page

I. FOCUSING/MOTIVATION

- Inquiry charts
- Preview/Review
- Direct experiences
- Realia
- Read aloud - variety of languages

II. INPUT

- Pictorial/narrative input charts
- 10/2 lecture with primary language groups
- Graphic organizers
- Read aloud/Shared book experiences
- Realia
- Demonstrations

III. GUIDED ORAL PRACTICE

- T-Graph for social skills
- Cooperative learning for cross-cultural respect, decision making, and language aquisition
- Picture file cards
- Poetry/chanting
- Farmer-in-Dell chart
- Process Grid
- Personal Interaction for bonding/respect
- Variety of discussion/exploration groups, primary language and heterogenous
- On-going oral processing of charts

Project G.L.A.D. 1991

IV. READING/WRITING ACTIVITIES

A. Group Frame

- Total class modeling of reading and writing
- Done in primary language/English
- Used as reading practice

B. Cooperative Choices - Variety of Groupings: Heterogeneous and Primary Language

- Focused reading
- Shared book experience
- Interactive reading
- Strip paragraphs
- Expert groups
- Oral book sharing
  -in primary language and heterogeneous groups
- Flip chants
- Ear-to-ear reading
- Mind-mapping
- Big Books
  -in many languages
- Reader's Theater

C. Individual Choices - Reading/Writing using Student's Own Language

- Silent Sustained Reading
- Silent Sustained Writing
- Mind-mapping
- Journals, Logs
- International Library
  -fiction and non-fiction
  -variety of languages
- Read aloud by teacher and students of a variety of literature, including students' work

D. Writer's Workshop

- Choice
- Conferencing
- Author's Chair

V. EXTENDED ACTIVITIES FOR INTEGRATION

- Role-playing/drama
- Guided Imagery
- Cooking
- Science Explorations
- Music/movement
- Poetry
- Art

VI. CLOSURE/EVALUATION

- Personal exploration
- Team exploration
- Process charts and learnings
- Alternative assessment strategies
  - videos
  - plays, presentations, demonstrations
  - build projects
  - Big Books
  - Portfolios

2. The second component is the **"how"** of the staff training. Project G.L.A.D. uses a modified MTTI (Multi-District Trainer of Trainers)/peer coaching model. Salient elements of the training model are:

ELEMENT 1: The use of a team of two trainers, who model peer coaching as they train teachers.
ELEMENT 2: Theory and Research. Training in theory and research with practical classroom implications and applications, occurs over a 3-day period. It covers the works of Krashen, Cummins, Traill, Goodman, Kagen, the writing process, Rico, Flores, Costa, Joyce and Showers, and the new state English Language Arts Framework as well as the GLAD Model. Research is highlighted with specific classroom implications, strategies and organization. Three days has been found, in training over 80 teachers in our district, to be the optimum number of days.
ELEMENT 3: The Demonstration Lesson. Observation of a demonstration session occurs in a classroom all morning for <u>one week</u>. The unit has been requested by the classroom teacher and written by the team of trainers. One of the trainers is working with the children, presenting the unit. The other trainer is working with the teachers who are observing in the back of the room. The trainer is explaining what is being done, why, and generally answering questions concerning the lessons. Afternoons are spent on feedback, watching the two trainers assess the morning's lesson, and initial planning with the trainers for the trainees' upcoming units.
ELEMENT 4: Practice Time. This is the time where the trainees practice in their own classroom. This is no more than one week.
ELEMENT 5: Feedback and Coaching. The trainers visit classrooms to provide encouragement and assistance, if required. This model uses some of the cognitive coaching elements from Art Costa in that the coach or trainer only observes and provides feedback on things that are specifically requested by the teacher. The follow-up time is 3-5 days. Trainees are encouraged to invite the trainers to help with part of a lesson, any problem lessons, or to observe things that are going well. Needs assessments are done on an ongoing, informal basis. If necessary, one of the trainers can release the trainee for further training or planning with the other trainer, cutting down the necessity for substitutes. Trainees coach each other, as well.
ELEMENT 6: If a team of trainees are to become lead trainers they must be:

1. Designated by their districts as staff development trainers (an LDS or BCC is valuable, but not required).
2. Committed to working in teams of two.
3. Committed to further training than teachers. For certification (in addition to training requirements for teachers), the following:

- a minimum of 6 months of classroom use as a trained teacher; observation/evaluation done by an G.L.A.D. trainer;
- 2-4 practice demonstration lessons with an G.L.A.D. trainer and team partner (peer coach);
- 2-4 practice inservices presenting theory, research and classroom application with G.L.A.D. trainer and team partner (peer coach). (See Key Steps to Training)

The goal of Project G.L.A.D. is for students to acquire English and academic concepts. Teachers must be trained to deliver instruction using the most effective, current strategies and classroom implications. The entire model--both GLAD and the Training Component are firmly rooted in current research and methodology. They have been developed, field tested in classrooms, and refined over the past nine years.

RESEARCH SUPPORTING TRAINING

The training model, whereby the GLAD Model is implemented, involves a modified MTTI (Multi-District Trainer of Trainers) and peer coaching.

Peer Coaching: Research supporting the training model includes the work done by Joyce and Showers on peer coaching and the work done by Art Costa and Bob Garmston on cognitive coaching. The use of a peer--in a non-evaluative role--for support, encouragement when trying new strategies, and assessment of particular desired elements designated by the teacher, is crucial to the use and maintenance of changes. This was modelled by the trainers of MTTI and has been reinforced by many studies as the most efficient way to effect change and prevent teacher overload.

Therefore, both the curriculum and the training model are well supported by current research, theory, and writings in the field. Moreover, they have been field-tested for many years.

KEY STEPS IN TRAINING

(Team of Teachers)

- **Theory/Research - 3 days**
  - Integrated, Whole Language
  - Reading/Writing Research
  - Second Language Acquisition
  - Brain Research
  - Classroom implications and applications
  - GLAD Model
  - Sample unit
- **Demonstration Session - 5 days**

  Mornings
  - Teacher chooses unit, written by trainer
  - One trainer teaches students; second trainer works with teachers

  Afternoons
  - Teachers watch trainers process lesson, monitor and adjust
- **Practice Time - maximum 5 days**
  - Teachers practice strategies
- **Feedback and coaching - 3-5 days**
  - Trainers visit classroom and observe/help teachers
  - Trainers meet with teacher on successes, problems or future plans
- **Team of teachers support continued growth by peer coaching**

KEY STEPS IN TRAINING

(Teams of Lead Trainers)

- **Theory/Research - 3 days**
  - Integrated, Whole Language
  - Reading/Writing Research
  - Second Language Acquisition
  - Brain Research
  - Classroom implications and applications
  - GLAD Model
  - Sample unit
- **Demonstration Session - 5 days**

  Mornings
  - Teacher chooses unit, written by trainer
  - One trainer teaches students; second trainer works with teachers

  Afternoons
  - Teachers watch trainers process lesson, monitor and adjust
- **Practice Time - maximum 5 days**
  - Teachers practice strategies
- **Feedback and coaching - 2-4 times**
  - Trainers visit classroom and observe/help teachers
  - Trainers meet with teacher on successes, problems or future plans
- **Team of teachers support continued growth by peer coaching**
- **Minimum of 6-month classroom use as a G.L.A.D. teacher**

- **Theory/Research - 2-4 inservices**
  - present theory/research
  - peer coach and G.L.A.D. trainer
- **Demonstration Lesson - 2-4 lessons**
  - Write and present using GLAD model
  - With peer coach
  - One time with G.L.A.D. trainer
- **Practice coaching with teacher in whose class the demo lesson was**
- **Certification upon observation by G.L.A.D. staff**

In summary, the following features make the Guided Language Acquisition Design unique:

- The first is the GLAD model itself. The fact that it not only uses valuable strategies, but trains the teachers in a system of organization is unique. Often teachers are trained in "make-it and take-it" or "practical" strategies and they are not given the "whole picture." Just as we teach whole-to-art, so teachers need to be trained, whole-to-part. This is a training that starts with the "big" picture of research and theory, moves to unit planning, and then to specific strategies and how and why they fit where they do.
- The second unique feature is the insistence on a team of trainers who have volunteered to work together. This team carries out the theory and demonstration lessons with a team approach that best utilizes the time of the trainers and trainees.
- The third unique feature is the special blend of an integrated, whole language approach that marries the research from many fields and organizes the strategies and classroom implications into a process. The guided oral practice component, for example, is a variation of M. Hunter's guided practice, but a reminder to provide for oral discussion through cooperative learning.
- The fourth unique feature is the fact that, not only is it firmly rooted in research, it has been field tested both in district and out for the past nine years. It has been found useful as a trainer of trainers and a trainer of teachers.
- There are no language specific requirements for teachers because the model is a non-language specific model of training based on language acquisition. This was a crucial element in a district with as many as 37 languages. There was no possibility of providing trained primary language teachers in languages such as Polish, Armenian, Farsi.
- Primary language is provided by trained, bilingual teachers, trained bilingual aides, trained parents, or cross-age/peer tutoring. The unique aspect is that with this model both languages complement each other through integrated themes, thus supporting Cummins' CUP theory, and making all learning coordinated and relevant to the student. This is unusual in that "bilingual education" and the "ESL" component are usually separate and assumed to have no bearing on each other. If we truly believe Cummins and Krashen, then our delivery of instruction to students should be coordinated and integrated.
- The amount of oral language for cross-cultural interaction and respect that values cultural commonalities and differences is very unique.
- The most important feature is that the training model is successful because it values the time and viewpoints of the teachers who choose to participate just as we expect the teacher to value the student's time (no meaningless ditto sheets or busy work) and viewpoint (culture, ideas, and development). We have found that, when teachers carry over the strategies and classroom environment, scores go up in areas other than English and Reading--such as Math.

TRANSPORTABILITY

The Guided Language Acquisition Design (G.L.A.D.) has national appeal and transportability both in the curriculum model and in the training model.

G.L.A.D. is a non-language specific model. That is, it is a model of language acquisition. As written, English is the language of instruction for a multi-lingual situation with many strategies and opportunities for primary language support.

However, the strategies and model can and have been used to train Spanish bilingual Migrant Education teachers in San Diego and Orange County as well as new bilingual teachers at California State University, San Diego. The strategies can be utilized in any language. As an English language development component, it can provide the ESL component to support the primary language instruction.

It is as useable in a large district as well as in a small district due to the trainer of trainers model. Districts have the option of training teachers or training teams of trainers who would become the focus of training, for their own district or school site.

The G.L.A.D. staff has not only trained teachers at the project schools, they have trained aides, principals, school board members and parents, all of whom have become extremely vocal supporters of the program. The resource teachers have conducted training in over 15 school districts, for California State University, San Diego; Orange County Department of Education; and Orange/San Diego County Migrant Education teachers. This model has been successful in large and small districts with a variety of personnel. The success of G.L.A.D. is seen by the positive attitude expressed by teachers who have been trained as well as student scores.

BEOutreach
A News Magazine from the Bilingual Education Office

Academic Excellence Projects Demonstrate Success in Educating LEP Students

One of the most exciting ESEA, Title VII, program options is the Academic Excellence Program. The aims of the program are to (1) identify exemplary projects in transitional bilingual education, developmental bilingual education, or special alternative instruction; and (2) provide dissemination funds to these projects so that they can serve as instructional models for educating limited-English-proficient (LEP) students.

To be eligible to receive an Academic Excellence Program grant from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, a project must be nominated by the Bilingual Education Office (BEO), California Department of Education. The nomination must be made according to BEO validation guidelines or must have been validated through a federal review process called the Program Effectiveness Panel, U.S. Department of Education.[1] In either case successful grantees must have in place and maintain a site that can be used to demonstrate the model. The awards made to grantees are strictly for activities designed to disseminate information about the model.

California is one of the few states with a well-developed procedure for

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Students work together in the Academic Excellence Project in the Fountain Valley Elementary School District.

[1]For more information on the Program Effectiveness Panel, contact the U.S. Department of Education, 555 New Jersey Avenue, NW, Suite 510, Washington, DC 20208-5645, telephone (202) 357-6134.

Message from the Editor

This issue of *BEOutreach* highlights the ESEA, Title VII, Academic Excellence Program. Articles about several model programs in California are presented as resources for educators interested in enhancing the instruction of limited-English-proficient students. The articles contain suggestions on how educators can develop their own model programs and disseminate information about them. We encourage you to contact the persons responsible for the programs described in *BEOutreach* and determine how the programs might be adapted to your district.

Because we received a number of unsolicited articles for this issue, we have added a new section titled "Check This Out," which contains items about innovative and effective approaches in language-minority education. We encourage you to contribute to this section of our news magazine by sending your article to the address given at the top of page 4.

BEO staff members hope that you will pass the information in the newsletter on to your colleagues and other interested individuals. Because the contents are not copyrighted, you may reprint selected articles or the entire newsletter without permission from the California Department of Education. We ask, however, that you give appropriate credit to the Department.

BEO Reviews National Study of Bilingual Program Models

In the spring of 1991, the U.S. Department of Education released the long-awaited report titled *Longitudinal Study of Immersion Strategy: Early-Exit and Late-Exit Transitional Bilingual Educational Programs for Language Minority Students*. The report has also been referred to as "The Aguirre Study," "The Ramirez Study," or "The Immersion Study." The study is a comprehensive survey of language-minority education implemented in the United States. The primary purpose of the investigation was to compare the relative effective-

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Academic Excellence in Fountain Valley Elementary School District

Background

The Fountain Valley Elementary School District Academic Excellence Program, an innovative staff development program for teachers of LEP students, is based on models of instruction and staff development designed by teachers **Marcia Brechtel** and **Linnea Haley**. The program is administered by **Fern Zahlen Williams**, Director of Student Services. The original instructional and staff development model was designated in 1990 as exemplary by the Bilingual Education Office, California Department of Education. Fountain Valley was one of four districts in the United States awarded an Academic Excellence Program grant in 1991 by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

The Academic Excellence Program supports dissemination of an instructional and staff development model that the district staff designed to provide teachers with improved opportunities to enhance their knowledge of LEP students and instructional approaches for improving the academic performance of LEP students. The model has helped the district respond to the needs of language-minority families in Orange County. Although 31 percent of the families in Orange County have an income of over $50,000, 69 percent of the county's families have difficulty in coping with the high cost of living. In addition to economic difficulties, parents face numerous challenges in their efforts to support their children's academic success. The LEP population in the district is increasing rapidly, and the gap is widening between the academic performance of LEP and English-only students. The model strengthens the staff's ability to assist LEP students and their parents in overcoming the obstacles they face in adjusting to life in the Fountain Valley area.

Program Design

The Academic Excellence Program demonstrates a model for training teachers to modify their instruction of LEP students in order to promote English language acquisition, academic achievement, and cross-cultural skills. The model, based on the district's nine years of experience with integrated approaches for teaching language, can be used with LEP students regardless of their language backgrounds. The district's LEP population is composed of 43 language groups, the most numerous of which are Spanish, Chinese, Vietnamese, and Korean.

The model contains two components. The first component is the instructional methodology for using a whole-language approach with LEP students. Titled "Guided Language Acquisition Design" (GLAD), this approach helps teachers implement an organized and integrated whole language approach to language acquisition. Teachers guide students from oral language development to literacy in an interesting, meaningful, and risk-free environment. GLAD is consistent with the theories proposed by Ken Goodman, Stephen Krashen, Frank Smith, and others, who believe that language is acquired best when students are studying something that is interesting or useful. By integrating subject areas with language arts, language learning is made more relevant, meaningful, and efficient. The content of the GLAD model also includes information and activities designed to help students and teachers become more sensitive to the native language and culture of others.

The second component of the model is an exemplary staff development approach for helping teachers acquire and implement the GLAD model and related whole-language methods. A team of district trainers provides peer coaching based on the multidistrict teacher training institute (MTTI) model. The trainers model the whole-language approaches and work directly with the teachers in their classrooms to implement the methods.

Staff development is a key component in the Fountain Valley Elementary School District's project.

Training is provided during a three-day period devoted to theory, research, and instructional strategies related to whole-language approaches. Teachers then observe demonstration sessions each morning for one week. One of the trainers teaches the students while the other trainer works with the participating teachers. After the demonstration the teachers try the whole-language approaches in their own classroom. Feedback and coaching are then provided by the trainers.

The district trainers use the following process to enable teachers to implement the GLAD approach:

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Fountain Valley Emphasizes Whole-Language Methods

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1. Trainers teach research, theory, and related instructional methods.
2. One trainer conducts demonstration lessons, which are followed by immediate feedback from the second trainer.
3. Teachers practice instructional methods and receive immediate peer coaching.
4. Teachers write a whole language curriculum based on the GLAD approach.
5. Teachers conduct self-evaluations of their progress in learning the GLAD approach.

Special Curriculum Materials

GLAD is an instructional model with clear, practical strategies promoting effective interactions between cross-culturally sensitive students and teachers. In staff development activities teachers are provided with the instructional strategies contained in the GLAD model, together with the research and theory that support the model. Curriculum materials needed for implementing the model are provided during the training.

The unique part of the GLAD model is that it can be used with LEP students regardless of their primary language. The GLAD model has been used successfully in the district with LEP students from many different language backgrounds. The instructional strategies are designed to promote a risk-free, cross-culturally sensitive environment in a classroom in which students are able to acquire language and concepts successfully.

Claims of Effectiveness

Use of the GLAD model and related staff development have produced important achievement gains by LEP students. After both ten and 20 months of instruction, students showed impressive growth in ability to read English as measured by the "Total Reading Subtest," *Iowa Tests of Basic Skills*. The students made gains of 13 normal curve equivalent (NCE) points in second grade, 8.6 NCE points in third grade, 16.1 NCE points in fourth grade, and 11.4 NCE points at fifth grade. Similar but larger gains were made in the area of language (mean gains in NCE scores of +12 to +38).

Teachers have also demonstrated growth in their understanding and implementation of the GLAD model. An analysis of presurvey and postsurvey scores, shows that all 29 project teachers increased their use of

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Los Angeles Unified Achieves Excellence with Bilingual Approach

The Los Angeles Unified School District, first in California and second in the nation in the number of students enrolled, has over 240,000 limited-English-proficient (LEP) students. The district provides a transitional bilingual education program for LEP students through the Eastman Curriculum Design Project. These students receive academic concept development in their primary language while acquiring second language skills through a natural language approach.

Over several years of implementation, the project has demonstrated the capacity of the district's staff to provide a bilingual education program that improves the students' academic achievement, English language proficiency, and self-esteem. The student's primary language is developed at high levels by means of thematic integration of language arts processes with content instruction in Spanish. Students develop English language skills by participating in English language development classes in which they progress through the stages of natural language acquisition. Subjects taught in sheltered and mainstream English are gradually added to the students' instructional program as they acquire academic language proficiency in English.

Background

In 1985 seven schools were selected as part of a longitudinal study conducted by the district to replicate the successful Eastman Avenue Elementary School Case Study Project (1981–1986). The schools were chosen according to the following criteria:

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Students participate in the Academic Excellence Project, Los Angeles Unified School District.

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Washington Unified Develops Thematic Curriculum

(Continued from page 13)

learning opportunities. To be effective, however, instruction must be provided in specialized ways to enable all students to participate effectively.

Project Goals, Program Design, and Educational Significance

The goal of BICOMP is to facilitate language acquisition through the content area of science and to integrate science concepts with art, literature, mathematics, and computer-assisted instruction. The curriculum includes activities that help students to (1) acquire academic concepts in a stimulating environment; (2) use language to express important ideas; and (3) interact meaningfully with fellow students.

The BICOMP curriculum, designed for students in grades three, four, and five, is implemented during an eight-week to twelve-week period. Science themes appropriate to the students' grade levels are chosen for each week. For three days a week during odd-numbered weeks, students participate in hands-on science lessons, and instruction is provided in Spanish and English. During even-numbered weeks the science themes are reinforced in art, literature, and mathematics, and instruction is provided in English. Students work at the computer to reinforce their understanding of science concepts. They study at computers in pairs; that is, LEP-FEP or LEP-EO.

Claims of Effectiveness and Outcomes for Students Served

Implementation of the BICOMP curriculum has resulted in the significant improvement of reading achievement in English for all grade levels—proof that the positive effects were not isolated instances. The predominant trend for all longitudinal data showed that students were performing at or above the 50th percentile, up from the 20th and 30th percentiles before BICOMP was implemented.

Special Curriculum Materials

District staff members began development of the BICOMP curriculum in 1983. During the next three years, bilingual teachers field-tested the materials with the assistance of staff from the University of California, Davis. Revisions were made, and the final curriculum was published in 1986. Binders created for each grade level contain scripted lessons, including lists of all materials, consumable and nonconsumable, necessary to conduct the lessons. The computer-assisted instruction component was implemented on Apple 2e computers with software described in the binders.

Dissemination Activities Offered by the Project

The BICOMP dissemination project, funded by the ESEA, Title VII, Academic Excellence Program grant, will take place at five school sites during a three-year period beginning in 1991-92. In the first year staff members will select two sites in northern California that will adopt the BICOMP curriculum and will train site personnel to implement the curriculum and collect data on implementation. During the second and third years, staff members will select three additional sites that will adopt the BICOMP curriculum, which will be available for general dissemination in the spring of 1992.

For further information contact **Lori Hammond**, Disseminator/Trainer, or **Sarah Taylor**, Director, Categorical Programs and Special Projects, Washington Unified School District; telephone (916) 371-9300 (ext. 63).

Sarah Taylor, Director, Categorical Programs and Special Projects, Washington Unified School District, contributed this article.

Fountain Valley Elementary Provides Training to Other School Districts

(Continued from page 12)

whole-language methods and improved in cross-cultural sensitivity. The number of teachers who indicated high use of whole-language methods increased 72 percent between the presurvey and postsurvey. And the number of teachers who rated themselves in the high-use category for using methods that promote second language acquisition and cross-cultural sensitivity increased 60–70 percent.

Dissemination Activities

The Academic Excellence Program grant supports the district's efforts to disseminate its staff development process and the GLAD model. Dissemination activities during the first year of the grant will provide implementation assistance to schools in southern California that are interested in adopting the district model. Dissemination activities will be based on the district staff's extensive experience in training others to implement the GLAD model. In addition to training in the district, staff members have conducted training for 15 school districts in California, San Diego State University, the Orange County Office of Education, and migrant education projects in Orange and San Diego counties.

For more information on the Fountain Valley Academic Excellence Program, contact **Fern Zahlen Williams**, Director of Student Services, Fountain Valley Elementary School District, at (714) 843-3279.

Fern Zahlen Williams, Fountain Valley Elementary School District, contributed this article.

NEWS AND IDEAS

FROM THE CLASSROOM

FOR TEACHERS OF LIMITED ENGLISH SPEAKING CHILDREN

VOL. II, NO. 1 TEACHER DESIGNED LEARNING SEPTEMBER, 1991

Teachers Seek a Fair and Meaningful Assessment Process to Measure LEP Students' Progress

"Non-traditional" students do not fit into a traditional evaluation system

It's September and you're ready. You've spent your summer familiarizing yourself with all of the buzz words associated with the education of limited English proficient (LEP) students. You've re-designed your curriculum, adjusted your presentation style, and amassed a wealth of manipulatives. You've scholared yourself to practice whole language and to incorporate cooperative learning groups into your classroom exercises. Every detail of every lesson has been carefully considered and outlined. You're eager. You're excited. You're ready.

You give your first lesson of the new school year with a renewed confidence inspired by your anticipation of triumph. You feel successful in this initial teaching endeavor until you begin to evaluate your students' work and realize that there was one element of the process which you overlooked: *How do you fairly and effectively assign a grade to your LEP students' work?*

This question poses the most recent controversy in the education of LEP students. Now that teachers understand how to teach these students, the issue remains as to how to best assess their work and their progress. Teachers of LEP students have expressed their desire to assign grades that are fair and accurate measures of a student's progress. High "giveaway" grades based on student effort do not serve the student any better than low grades based on the results of an evaluation process that requires grade level English proficiency. Both of these approaches become meaningless measures of a student's knowledge and skill level in a given content area—the

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GLAD Offers an Effective Teacher Training Model

by Marcia Brechtel

♦ **National Award:** One of four Title VII Projects awarded Academic Excellence status

California's rapidly increasing number of limited English proficient students is representative of what is happening in many school districts throughout the United States. By 2010 California's youth population will be increased by over 1 1/2 million; a significant majority of which will be language minority children. These children are becoming a part of the statistics that reveal a rising drop-out, drug, and suicide rate greater than that of the nation as a whole.

Dr. Jim Cummins of the Modern Language Centre at the Ontario Institute for Studies in Education, identifies the number one reason for school failure as alienation. Language minority children are

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Teacher Training continued from page 1

particularly vulnerable to alienation problems as they struggle to learn in an unfamiliar language and to "fit in" with their classmates. The challenge for schools, therefore, is to implement programs that will provide a relevant, interesting, and comprehensible education for limited English proficient students. It must be driven by appropriate and meaningful cross-culturally sensitive instructional strategies. Sounds good, right?! But how do we begin to train our professional staff to meet this need? What do they need to know? Two Fountain Valley School District teachers, Marcia Brechtel and Linnea Haley, under the direction of Fern Zahlen Williams, Director of Student Services, have designed an innovative Title VII funded staff development program that is successfully meeting this challenge. This project is one of only four nationally awarded the federal Academic Excellence designation.

The ***Guided Language Acquisition Design*** **(GLAD)** is a two-component model in which teachers are trained to modify instruction to promote language acquisition for limited English proficient (LEP) students and develop cross-cultural sensitivity for all students.

Component 1- The "What" of Language Acquisition
Based on the "whole language" research of Krashen, Goodman, and others, teachers are taught that **any** language should be acquired while "studying" something of interest or real life use. By integrating the content areas with each other, learning is made more relevant and meaningful, thus insuring more efficient and effective language acquisition. Cross-cultural sensitivity and primary language are an integral part of the curriculum model.

Component 2 - The "How" of The Training Component
Working together as co-trainers, Marcia and Linnea model peer coaching as they train teachers first in the theory and research of second language learning and then in practical classroom implications and applications. This occurs over a 3-day period. Next, the teachers-in-training observe actual classroom demonstration sessions every morning for one week (one trainer works with the students presenting the instructional unit while the other trainer works with the teachers at the back of the room who are observing). Finally, the teacher-in-training practices what he/she has learned with the class and receives feedback and coaching from the trainers.

The uniqueness of the GLAD model is that it is non-language specific. The strategies and activities employed are just as effective in multi-lingual settings as they are in language specific settings. Also, the GLAD training provides teachers with practical strategies that can be immediately incorporated within the classroom. This includes such things as pictorial input charts, inquiry charts, process grids and farmer-in-the-dell charts, etc. All of the strategies and activities are geared to foster a risk-free, cross-culturally sensitive environment in which students are able to successfully acquire English language skills while mastering content area material.

For the next three years, Project GLAD will be disseminated throughout California. School districts in any state, however, can learn more about the project and the excellent curriculum and support materials developed by Marcia Brechtel and Linnea Haley by contacting either of them at the Fountain Valley School District: (714) 843-3230.

Multicultural Education Warning: Avoid "Tourist Curriculum"

It is important that schools create climates that are welcoming to minority parents and students and promote the value of the various cultures in the community. However, there are some cautions that need to be considered:

1. **Trivializing:** Organizing activities ONLY around holidays or food: involving parents ONLY in holiday and/or cooking activities.
2. **Tokenism:** Having only one "token" African-American, Hispanic, Chinese, etc. book among the many others in the school or classroom library.
3. **Disconnecting:** Cultural diversity from daily classroom life: Reading books about children of color only on special occasions (Black History Week, Cinco de Mayo, etc.). Teaching a unit on a different culture and then never tying into it again.
4. **Stereotyping:** Images of Native Americans are all from the past: people of color are always shown as poor, etc. People from cultures outside of the U.S. are only shown in "traditional" dress and in rural settings.
5. **Misrepresentation of Ethnic Groups:** Activities, pictures and books about Mexico to teach about Mexican-Americans: of Japan to teach about Japanese-Americans: of Africa to teach about African-Americans.

A Reversal of Teaching Strategies

■ **Education:** Two Fountain Valley teachers have created a program for English that emphasizes oral skills first and sentence structure later.

By ROSE APODACA
SPECIAL TO THE TIMES

FOUNTAIN VALLEY—With almost 100 languages spoken among Southern Californians, it is no wonder that 37 languages are spoken in the small Fountain Valley School District.

To some, however, it is a wonder that teachers can effectively cope with a classroom of multilingual students. And that's why teachers from throughout the state and the nation are flocking to the Fountain Valley School District classrooms of Marcia Brechtal and Linnea Haley.

Brechtal and Haley have created a program called Guided Language Acquisition Design (GLAD), which mixes students who speak little or no English together with English-speaking students. Rather than teaching the students individual words and phrases in English and asking them to form sentences, the program emphasizes oral skills first and sentence structure later, which is believed to be a more natural way of teaching a language.

"By mixing students in heterogeneous groups, the children who are learning English are listening with comprehension to students who already speak English at a higher level, and they have good modeling," Haley said. "The acquisition rate is so much faster in heterogeneous groups."

Cross-cultural interaction is fundamental to GLAD. Students are mixed in groups of different languages and learning abilities and encouraged to teach one another. According to Brechtal, students develop a mutual respect this way, as well as learning the "metacognitive process," or "thinking about thinking."

"The strategies and curriculum model can be taught in any language," Brechtal said. "Of course, in our district it is English in a multilingual setting. A lot of what are considered ESL strategies can help all kids, such as metacognition. The group that really benefits from this are the gifted kids, but all kids need these skills."

GLAD curriculum targets second- to fifth-graders, but teachers in any grade can learn from the model program being taught in Fountain Valley schools.

Oversize books, charts, posters and other visual aids are used to help every student. Learning is reinforced by tutors or peers in a student's primary language, and oral skills are practiced in English. Students are encouraged to actively participate, make connections between facts and develop comprehension skills both in English and their primary language.

"All too often you see teachers in classrooms who say, 'Be quiet, sit down and do your work,'" said Haley, who has taught in the district since 1973 and has been an ESL instructor since 1981. "But kids need to get together and negotiate what they're learning for meaning."

The nationally recognized program has been so successful that it is now being taught to other teachers.

Last month, the Fountain Valley district learned that it was one of four school districts nationwide to receive the Academic Excellence Award, which includes a federal grant of $582,447 for September, 1991 through June, 1994. The Washington-based Academic Excellence Program recognizes and disseminates exemplary models of transitional bilingual education through its grants.

KEN HIVELY / Los Angeles Times

Teachers from around state attend Marcia Brechtal's class to learn language program.

ESEA TITLE VII
TRANSITIONAL BILINGUAL EDUCATION PROGRAM

PROJECT G.L.A.D.
A Program of Academic Excellence
Fountain Valley School District

NATIONAL SIGNIFICANCE

California has the most rapidly increasing number of LEP students in the nation. The picture is there, the number of California youth is estimated to grow from 7,581,000 in 1990 to 8,820,000 in 2010. 80% of that growth is in Southern California. Not only is this population more numerous, but it is also more diverse. Southern California has more immigrant children, more children who do not speak English and more children in poverty. There is a rising drop-out, drug, and suicide rate in California greater than in the nation. 82% of America's jail inmates are high school dropouts. This is a higher correlation than between smoking and lung cancer, yet the problem remains. Never has there been a stronger need for education that is relevant, interesting, and comprehensible to our LEP students, many of whom make up the rising attrition rate in California.

31% of Orange County has an income of over $50,000. However, that leaves 69% for whom the "American Dream" is becoming more and more a myth. Our parents are becoming increasingly more disenfranchised and our students increasingly more alienated. J. Cummins says that the number one reason for school failure is alienation. There is a clear need for appropriate, cross-culturally sensitive instruction/ strategies for LEP students.

Project G.L.A.D. is a state and nationally validated program of academic excellence. In 1986 a Title VII grant, the English Language Acquisition Program was written to meet the staff development needs of a school district with a rapidly expanding LEP population. The challenge for the district was to meet national, state, and district goals for academic success in a multi-lingual setting.

The National Education Goals by the Year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90%.
3. American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievements.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

An innovative curriculum and training model, which are the backbone of the grant, were developed by two teachers in the district's English Language Acquisition Centers. These models, written into the grant, were the basis of 5 years of successful teacher training and the resulting rise in student scores.

Use of the G.L.A.D. curriculum model means literate, involved students. Emphasis on cross-cultural sensitivity and success in school means students with high self-esteem, resulting in less drug use and higher graduation rate. In summary, the following features make the Guided Language Acquisition Design unique and address the national and district goals.

- The first is the GLAD model itself. The fact that it not only uses valuable strategies, but trains the teachers in a system of organization is unique. Often teachers are trained in "make-it and take-it" or "practical" strategies and they are not given the "whole picture." Just as we teach whole-to-art, so teachers need to be trained, whole-to-part. This is a training that starts with the "big" picture of research and theory, moves to unit planning, and then to specific strategies and how and why they fit where they do.
- The second unique feature is the special blend of an integrated, whole language approach that marries the research from many fields and organizes the strategies and classroom implications into a process. The guided oral practice component, for example, is a variation of M. Hunter's guided practice, but a reminder to provide for oral discussion through cooperative learning.
- The third unique feature is the fact that, not only is it firmly rooted in research, it has been field tested both in district and out for the past nine years. It has been found useful as a trainer of trainers and a trainer of teachers.
- Primary language is provided by trained bilingual teachers, trained bilingual aides, trained parents, or cross-age/peer tutoring. The next unique aspect is that with this model both languages compliment each other through integrated themes, thus supporting Cummins' CUP theory, and making all learning coordinated and relevant to the student. This is unusual in that "bilingual education" and the "ESL" component are usually separate and assumed to have no bearing on each other. If we truly believe Cummins and Krashen, then our delivery of instruction to students should be coordinated and integrated.
- The amount of oral language for cross-cultural interaction and respect that values cultural commonalities and differences is very unique.
- Another unique feature is the insistence on a team of trainers who have volunteered to work together. This team carries out the theory and demonstration lessons with a team approach that best utilizes the time of the trainers and trainees.
- There are no language specific requirements for teachers because the model is a non-language specific model of training based on

language acquisition. This was a crucial element in a district with as many as 37 languages. There was no possibility of providing trained primary language teachers in languages such as Polish, Armenian, Farsi.

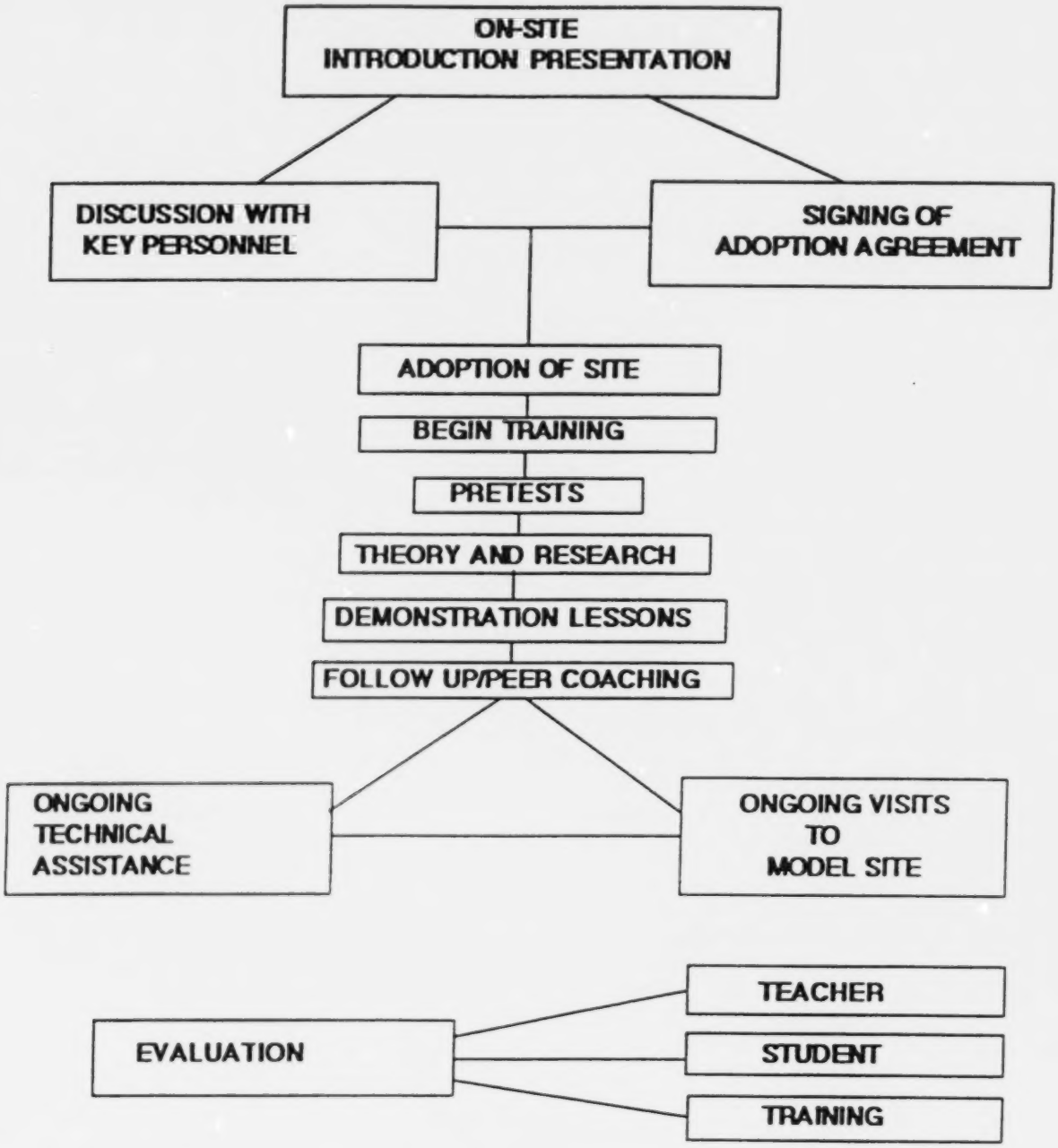
- The final most important feature is that the training model is successful because it values the time and viewpoints of the teachers who choose to participate just as we expect the teacher to value the student's time (no meaningless ditto sheets or busy work) and viewpoint (culture, ideas, and development). We have found that, when teachers carry over the strategies and classroom environment, scores go up in areas other than English and Reading--such as Math.

The GLAD staff has not only trained teachers at the project schools, they have trained aides, principals, school board members and parents, all of whom become extremely vocal supporters of the program. The resource teachers have conducted ELA training in over 15 School Districts, for California State University, San Diego, Orange County Department of Education, Orange County and San Diego Migrant Education teachers. The model has been successful in large and small districts with a variety of personnel. The success of the model is seen by the positive attitude expressed by teachers who have been trained as well as student scores.

Project GLAD has national appeal and transportability both in the GLAD curriculum model and in the training model. It is a non-language specific model. That is, it is a model of language acquisition. As written, English is the language of instruction for a multi-lingual situation with many strategies and opportunities for primary language support. However, the strategies and model can and have been used to train Spanish bilingual Migrant Education teachers in San Diego and Orange County as well as new bilingual teachers at California State University, San Diego. The strategies can be utilized in any language. As an English language development component, it can provide the ESL component to support the primary language instruction. GLAD promotes interested, involved students and teachers.

A rigorous validation program by the State Department of Education resulted in it being designated an Exemplary Program in Bilingual Education for the State of California. This was followed by being validated, 1 of 5 in the nation in 1991, as an ESEA Title VII program of Academic Excellence for the nation.

TRAINING AND TECHNICAL ASSISTANCE CHART



KEYS IN ADOPTING

The following delineates some of the key elements to adopting Project GLAD. It includes the key services provided by the Project GLAD staff.

ON-SITE INFORMATIONAL PRESENTATION

- To School/District/Board of Education

DISCUSSIONS WITH KEY PERSONNEL

- Design adoption agreement
- Sign adoption agreement
- Commitment by district to supply student scores

ADOPTION OF SITE

- Commitment by teachers
- Identification of key teachers
- Needs assessment/survey
- Theory and research - 2 days
- Demonstration lessons - 1 week
- Practice - as needed
- Follow-up coaching - 2 days

ON-GOING

- Technical assistance
  -Phone, letters, newsletters
- Visits to model sites

EVALUATION

- Student scores
- Teacher metacognition
- Training and materials

CONTINUING

- 1-2 years
  -visits
  -newsletters
  -etc.

TRAINER OF TRAINERS COMPONENT

- After finishing initial training, pairs of key trainers can complete additional training to become certificated trainers

TO RECEIVE FURTHER INFORMATION/SERVICES

Contact: Marcia Brechtel/Linnea Haley
Fountain Valley School District
17210 Oak Street
Fountain Valley, CA 92708
(714) 843-3230

Project G.L.A.D.
Fountain Valley School District
ENDANGERED ANIMALS
IDEA PAGES

I. UNIT THEME - Include cross-cultural sensitivity theme

- Many animals are endangered around the world
- People must try to protect plants, animals and environments
- Plants and animals are essential to man
- Cross-cultural sensitivity theme: World-wide problem. All cultures throughout the world need to protect their environments and wildlife

II. FOCUS/MOTIVATION

- Inquiry chart: "What do you already know about endangerment and extinction? "What do you want to learn?"
- Quick as a Cricket - book and chart; read aloud, shared reading
- Personal inquiry
- Wildlife protection awards
- Guided Imagery

III. CLOSURE

- Process all charts, especially inquiry
- Complete personal inquiry, group sharing
- Hanging poems
- Personal writing projects
- Write letters to various organizations/magazines

IV. CONCEPTS/HBJ Science 2nd Grade Unit 3 and 4

- Animals live in different habitats and adapt to them
- Some animals are extinct or endangered
- People need to protect and save plants, animals and environments
- Animals are useful to people for food, clothing, work and enjoyment

V. VOCABULARY

young animals	desert	protection
life cycle	forest	claws
hatch from eggs	city	eyepatches
habitat	wetlands	outer covering
environment	extinct	
adapt	endangered	

VI. ORAL LANGUAGE/READING/WRITING SKILLS

- Uses complete sentences to communicate ideas orally
- Demonstrates respect for the rights of others to listen and speak
- Auditory closure--listens and supplies a word that is missing
- Review single consonants
- Consonant blends and digraphs

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VI. ORAL LANGUAGE/READING/WRITING SKILLS (continued)

- Identifies words in context
- Recalls specific detail
- Relates items in correct sequential order
- Capitalizes the pronoun I
- Capitals and periods
- Writes two or more simple sentences about one main idea

VII. MATH/SCIENCE/SOCIAL STUDIES SKILLS/UNDERSTANDINGS

- Geography of China and mountain terrain
- Geography of Sonoran Desert in U.S.A.
- Comparing, contrasting, observing, relating, inferring
- Habitat, food, enemies, life cycles and endangerment of desert tortoise, panda
- Identify issues that are important in their immediate community
- Extinction, endangerment, vulnerability
- Problem solving solutions to critical issues

VIII. RESOURCES AND MATERIALS - Non-fiction

X333.917	Miller & Berry, Coastal Rescue, Preserving Our Seashores
X639.9	Pringle, Saving Our Wildlife
X639.9797	Schlein, Project Panda
599	McDearmon, Kay - The Giant Panda
599	Gross, Ruth B. - A Book About Pandas
	Milton the Late Riser
	Serendipity Books, Ming Ling
599.74443	Bonners, Susan - Panda - Huntington Beach Library
	Coerr, Eleanor - Biography of a Giant Panda
	Xugi, Jin - The Giant Panda
	Dixon, Dougal - Deserts and Wastelands
	Bash, Barbara, Desert Giant
	Morris, Dean - Snakes and Lizards
	Harris, Susan - Reptiles
	Hornblow, Leonora & Arthur - Reptiles do the Strangest Things
	Shannon, Terry - Desert Dwellers
	Behrens, June - Look at the Desert Animals
	Walker, Lewis Wayne - Survival Under the Sun
	Cartwright, Sally - Sand
	Bronin, Andrew - The Desert, What Lives There
	Goetz, Delia - Desert
	Atwood, Ann - The Wild Young Desert
	Norden, Carroll R. - Read About Deserts
	Time Life: Desert
	National Geographic, Nov. 79, March 88
	National Wildlife, March 84
	Desert Animals, Sticker Fun, Golden

VIII. **RESOURCES AND MATERIALS** - Non-fiction (continued)

National Wildlife, March 84 "Diggin In"
National Geographic, Nov. 79, "The Desert"
Travel and Leisure, Sept. 86 "The Great American Desert"
Ranger Rick, March 86 "The Touch Me Not Gang"
Ranger Rick's Nature Scope, Discovering Deserts
Wetlands, Amazing Mammals
Earthwatch, June 1990
Outdoor California, May/June 1990
National Geographic, Apr. 90 "Vanishing Wildlife"

RESOURCES AND MATERIALS - Fiction

Willard, Nancy - Papa's Panda - (Easy)
Greaves, Margaret - Once There Were No Pandas,
E.P. Dutton, N.Y. - B.J. Dalton Books
Baylor, Byrd - The Desert is Theirs
Baylor and Schweitzer - Amigo
Siebert, Diane - Mojave
Holmes - The 100 Year Old Cactus
Manning-Sanders - Tortoise Tales

RESOURCES AND MATERIALS - Core Literature

Baylor, Byrd - Way to Start a Day
Goble, Paul - Gift of Sacred Dog
Wood - Quick as a Cricket
Heller - Animals Born Alive and Well
Heller - Chickens Aren't the Only Ones
A Children's Zoo

RESOURCES AND MATERIALS - Core Poetry

Livingston, Myra C. - Earth Songs
Silverstein - Light in the Attic
Prelutsky - New Kid on the Block
Random House Book of Poetry
Baylor, Byre - When Clay Sings

RESOURCES AND MATERIALS - District Texts

Make a Wish - Grade 1
Polar Bear Leaps, page 102
A World of Animals, page 156
Going Places - Grade 2
Animal Fact and Fiction, page 170
Animals that Migrate, Page 250

RESOURCES AND MATERIALS - District Texts (Continued)

World of Surprises, Grade 2
Pandas, page 42
Ling-Ling and Hsing-Hsing, page 62

RESOURCE AND MATERIALS - Films

01-0214 - 6-8 "China: A Portrait of the Land"
Video - National Geographic "Save the Giant Panda"

OTHER RESOURCES

National Geographic Magazine 3/86, 12/81, 12/72
Zoobooks - Pandas
Life cycle ditto
Life Magazine, 10/90

PEOPLE/COMMUNITY

- Endangered Species Program, 17 min. video tape
- Flyers, posters, Greg Shuett, Orange County Department of Education
- Project Learning Tree, State Department of Education, Kay Antunez (916) 323-2498
- Project Wild, State Department of Education, Elena Scofield (916) 445-7613

Project G.L.A.D.
Fountain Valley School District
ENDANGERED ANIMALS
UNIT PLANNING PAGES

I. FOCUS/MOTIVATION

- Conservation awards
- Quick as a Cricket, book and chart
- Inquiry Charts
- Personal inquiry, share, put in portfolios
- Examine bamboo plants, eat bamboo shoots
- Tortoise Tales
- Guided imagery trip (desert)
- Read aloud - National Geographic, Zoobooks, Outdoor California

II. INPUT

- Pictorial input chart on key characteristics of desert tortoise
- Model consonants, blends, digraphs
- Picture file cards with key concepts
- Narrative input chart of life cycle of panda
- World map of endangered animals, key problems and possible solutions
- Read aloud
- Poetry - model words in context, consonants, blends, digraphs and opposites, capital use of I

III. GUIDED ORAL PRACTICE - Form co-op groups

- T-graph on cooperation
- Daily oral processing of all charts
- Poetry - chanting, modeling, highlighting
- Picture file cards
  - classify into habitats
  - brainstorm "telling or describing" words
  - numbered head together with dice
- Found poetry
- Co-op group sequencing of panda life cycle
- Farmer-in-the-dell chart
- Co-op groups brainstorm opposites with picture file cards, record round table
- Co-op groups problem solve solutions for habitat destruction and animal endangerment
- Reading practice with farmer-in-the-dell cards
- Photographs of students used to tell oral sequencing story modeling of narrative frame
- Process grid, T comparison chart
- Personal Interactions

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IV. READING/WRITING

A. Group Frame (Teacher uses information from students to model reading and writing with appropriate frame)
   1. Poetry Frame - Quick as a Cricket; total class poem
      I'm as _____as a _____
   2. Expository Frame - Four to Six sequence of life cycle activities
   3. Narrative Frame of four activities
      When I_____
      I was_____
      Then I_____
      But later I_____
      Finally I_____

B. Co-op Reading/Writing Choices
- Sequencing life cycle cards
- Focused Reading
- Farmer-in-the-dell cards reading/writing
- Ear-to-ear reading - HBJ Science texts
- T comparison of tortoise and panda
- Interactive reading

C. Individual Activities - Portfolio
- Learning log entries
- Poem booklet
- Interactive journal writing
- DEAR time
- Personal inquiry

D. Writers' Workshop

- Mini-lessons
  -mind mapping
  -adjectives
  -highlighting
  -revision
- Mind mapping, brainstorming
- Writing
- Sharing and responding, highlighting
- Revising
- Editing
- On-going teacher conferencing and evaluation
- Author's chair daily

V. REINFORCEMENT/EXTENSION ACTIVITIES

- Guided imaging
- Oil pastels - copy style of Quick as a Cricket
- Watercolor lesson on bamboo
- Torn paper pandas
- Sandpaper and coloring book pictures for desert collage

VI. DAILY ACTIVITIES

- Read Aloud
- Silent Sustained Reading
- Silent Sustained Writing
- Listening Activities
- Personal Interaction
- Oral Language Activities
- Daily News/Interest Piece

VII. CLOSURE

- Focused reading and processing of all charts; inquiry charts
- Share final drafts
- Hanging poems
- Personal inquiry
- Portfolio conferences

Project G.L.A.D.
Fountain Valley School District
ENDANGERED ANIMALS
SAMPLE DAILY LESSON PLAN

Day 1

FOCUS/MOTIVATION

- Conservation awards
- Poetry, Quick as a Cricket book and chart
- Inquiry charts
- Personal inquiry, quick share

INPUT

- Pictorial input on tortoise, key characteristics, endangerment - 10-2 lecture

GUIDED ORAL PRACTICE

- Poetry chanting, highlighting
- T-graph on cooperation
- Co-op groups classify picture file cards into 4 habitats
- Brainstorming "telling words"

INPUT

- Picture file/use to tell key science concepts on tortoises
- Label and use pocket chart
- Model adjectives

READING/WRITING

- Learning log - draw and label tortoise
- Real aloud Tortoise Tales

WRITERS' WORKSHOP

- Mini lesson on mind mapping adjectives
- Students mind map using picture file cards
- Write
- Teacher conferences with students
- Author's chair - teacher models responding and sharing language

Day 2

FOCUS/MOTIVATION

- Personal Interaction: Pandas and bamboo key facts; eat and examine bamboo
- Interactive journals
- Found poetry with expository text

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INPUT

- Narrative input chart on life cycle of panda
- 10-2 lecture

GUIDED ORAL PRACTICE

- Co-op sequencing of life cycle, matching cards
- Poetry

READING/WRITING

- Read aloud Once There Were No Pandas
- Learning log - 5 adjectives

GUIDED ORAL PRACTICE

- Farmer-in-the-dell chart; chanting
- Co-op brainstorming, telling words round table style
- Co-op groups brainstorm opposites with teacher recording on T comparison chart

READING/WRITING

- Poem booklet
- Focused reading
- Brainstorming adjectives about myself using photographs
- Mind mapping

WRITERS' WORKSHOP

- Write, share, and respond
- Teacher conferencing
- Author's chair

CLOSURE

- Personal Interaction
- Interactive journal writing

Day 3

FOCUS/MOTIVATION

- Tortoise Tales, personal interaction
- Interactive journals
- Process all charts

INPUT

- Endangered/Extinct animals
- World map - color in charcoal where endangered

GUIDED ORAL PRACTICE

- Co-op groups problem solve solutions, teacher charts

READING/WRITING

- Co-op groups put together interesting sentences after reading farmer-in-the-dell chart
- Dictation of total class group poem based on Quick as a Cricket
  - or co-op strips, groups write their own strip
- Learning log entry of consonant blends and digraphs

GUIDED ORAL PRACTICE

- Using four photographs, co-op groups formulate oral narrative using this frame:

When I _____
I was _____
Then I _____ Using adjectives
But later I _____
Finally I _____

WRITERS' WORKSHOP

- Mini lessons on highlighting; using group poem
- Write
- Sharing
- Author's chair

EXTENSION

- Read aloud
- Directed art lesson; oil pastels
- Chanting
- Learning log

Day 4

FOCUS/MOTIVATION

- Personal interaction
- Interactive journals

WRITERS' WORKSHOP

- Mini-lesson
  - Review revision
  - Revise writing for poems to be taken to publishing, using group frame
- Write
- Share
- Author's chair

READING/WRITING

- Ear-to-ear reading of HBJ Science texts
- Write interesting sentences in learning log
- Illustrate poem booklet
- Small group instruction by teacher
  -Quick as a Cricket - read, discuss author's style and illustrations, self-concept theme of knowing yourself, feelings change, decoding skills - endangered animal paragraphs

Day 5

FOCUS/MOTIVATION

- Read aloud
- Learning log - respond to Read Aloud

GUIDED ORAL PRACTICE

- Process grid, heads together
  -compare tortoise and panda
- Chanting of farmer-in-dell

Animal	Habitat	Enemy	Food	Special Notes
PANDA				
TORTOISE				

INPUT

- Teacher models editing process using group poem

READING/WRITING

- Students edit poems to be taken to publishing
- Write on poem cards
- Group arranges order of verse cards
- Glue down art and verse cards to make hanging poems

WRITERS' WORKSHOP

- Write, finish personal projects
- Share
- Teacher conferences
- Author's chair

CLOSURE

- Process all charts
- Share hanging poems
- Inquiry charts
- Personal inquiry
- Portfolio conferences

Project G.L.A.D.
Fountain Valley School District
HISTORY OF EARLY CALIFORNIA
IDEA PAGES

I. UNIT THEME - Include cross-cultural sensitivity theme

- Early Spanish, Mexican settlements in California
  Daily life, accomplishments, adventures
- Richness of culture, multi-ethnic heritage, ethnic diversity
- Contributions of Spanish, Mexican cultures to California life/technology
- How have the American people traditionally treated/viewed
  the native Indians, immigrants, Black Americans, etc.

II. FOCUS/MOTIVATION

- Cooperative group California charts
- Inquiry charts: "What do we already know about the Early history of California?"; "What are we interested in learning about California's early history?"
- Personal Interaction–chip talking, share family history and one cultural article
- Process family histories, analyze and draw conclusions
- Reader's Theater, And Now Miguel, Krumgold
- Tree in the Trail, Holling Clancy Holling
- Cowboy buttons
- Historian awards
- Songs, poetry

III. CLOSURE

- Family History Museum, classroom docents, and visitors
- Big Book: Contributions of Spanish/Mexican culture, language, architecture, food, lifestyle.
  Art work: Mission borders
- Big Book: "Mi Caballo Blanco", primary language at top, English at bottom.
  Art work: Pencil drawings/illustrations, horses in desert, i.e. Garth Williams, Amigo
- Group Poetry "I know a California Mission"
- "I am" Poetry (I am a California Immigrant)
- Pinon nuts, chamomile tea
- Process Inquiry and other charts
- Share personal explorations

IV. CONCEPTS

- Early Indian culture, contributions, exploitation
- California's geographical regions
- Spanish exploration of California
- Missionary presidio settlements, daily life, accomplishments
- Enslavement of Indians
- Early pueblos, later ranchos

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V. VOCABULARY

		Spanish	
nomadic	hunters		
gatherers	enslavement	baja	rancho
reservation	colony	alta	vaquero
explorer	claim	pueblo	lariat
conquer	mission	adobe	rodeo
tallow	presidio	El Camino Real	

VI. ORAL LANGUAGE/READING/WRITING SKILLS

- Expresses ideas sequentially
- Participates in simple, formal presentations
- Synonyms
- Words in context
- Recalls spcific details
- Cause/effect relationships
- Fact vs. opinion
- Predicting outcomes
- Literal, inferred main idea
- Capitalizes proper nouns
- Writes compound sentences
- Writes a composition containing two paragraphs
- Uses common adjectives comparative, superlative
- Uses comparative, superlative forms of adverbs

VII. MATH/SCIENCE/SOCIAL STUDIES SKILLS/UNDERSTANDINGS

- Computing dates, graphing
- Life cycle of animals in California regions
- Life cycle of plants and trees in California regions from new California Social Studies Framework:
  - Study Skills: using parts of book
    interpreting pictorial data
    acquiring information from various sources
    locate, select, organize information
    retrieve, analyze data
    understand specialized language
    organize and express ideas
  - Critical Thinking: question the validity of what students read, hear, think, believe; define and clarify problems; judge information related to a problem; solve problems and draw conclusions.
  - Participation Skills:
    personal - sensitivity, ability to adjust behavior to new tasks/settings; recognition of personal biases, prejudices; express personal convictions
    group interaction - listening, making decisions, setting goals, planning, negotiating, resolving convictions
    social/political - commitment to social responsibilities; preserve and extend justice, freedom, equity, human rights; accept consequences of one's own actions

VIII. **RESOURCES AND MATERIALS - Non-fiction**

X970.1	To Live in Two Worlds, Ashabranner
976.44	In This Proud Land, Wolf
305.8	Hello, Amigos, Brown
325.272	The Mexican Americans, Catalano
305.868	The Hispanic American, Meltzer
304.873	Immigrant Kids, Freedman
325.73	Making a New Home in America
X970.5	Children of the Maya: A Guatemalan Indian Odyssey
940.53	We Came as Children
	The Many-Colored Land, Julia May
	The Indians of the California Missions, Lyngheim

RESOURCES AND MATERIALS - Fiction

Tree in the Trail, Holling
The Bell Ringer and the Pirates
Amigo, Baylor, Schweitzer
Song of the Swallows, Politi
The Mission Bell, Politi
...And Now Miguel, Krumgold
The Key to the Kitchen, Stewart
Earth Songs, Livingston
Hiawatha, Longfellow

RESOURCES AND MATERIALS - Core Literature

Girl Who Loves Wild Horses, Goble
Hill of Fire, Lewis
Island of the Blue Dolphins, O'Dell
Ox-Cart Man, Hall
Three Stalks of Corn, Politi
Chicanos: The Story of Mexican-Americans, De Garza
Corn is Maize, Aliki
Buffalo Woman, Goble
Ishi, Last of His Tribe, Kroeber

RESOURCES AND MATERIALS - Core Poetry

A Book of Americans, Benet
My Song is a Piece of Jade, Poems of Ancient Mexico in English and Spanish, De Garza
Piping Down the Valleys Wild, Larrick
When Clay Sings (Southwest), Baylor

RESOURCES AND MATERIALS - District Texts

Social Studies: California: People of a Region, McGraw-Hill
Level 4, Unit 3
HBJ Science, Level 4, Unit 1: Life Cycles of Penguin and Salmon;
Unit 6, Green Plants, Unit 7, From Seed to Tree
HBJ Blazing Trails, Giants in the Earth, pp. 77-83 (trees)
HBJ Reading Ring Around the World: Story of Christopher Columbus
pp. 162-170; A Brave Explorer, pp. 184-189 (Spanish in
Southwest); "Dream Song" p. 171 (Sioux Indian) .
New Frontiers: A Long Way Home, pp. 158-165; Coyote Cry, pp.
363-382; Vikki Carr, pp. 304-306; "Oh Pinonero", p. 260
Blazing Trails: A Street of Games (Cultural diversity), pp. 168-174;
Feliciano, pp. 175-178 (Puerto Rico immigrant); Journey of
the Texas Woman, pp. 286-291 (Spanish explorers);
Golden Ghosts; pp. 331-335 (gold rush); Daniel Villanueva,
pp. 389-394 (Mexican American); "I Go Forth to Move About
the Earth" Alonzo Lopez; "Open Range" p. 266
McMillian, Adventures, Felipe and Filomena, pp. 210-220 (Mexican
settlers in California)

RESOURCE AND MATERIALS - Films

View first, note key ideas, show with no sound (if too high)

01-0583	6-8	Immigrant Experience
01-0584	6-8	Immigration in America's History
01-0615	6-8	Island Called Ellis, Parts I, II
01-0648	6-8	Land of Immigrants

RESOURCE AND MATERIALS -People/Community

California Kids History Catalog
P. O. Box 1521
Sonoma, CA 95476
(707) 996-0121

First American Title Insurance Company
114 E. Fifth Street
Santa Ana, CA 92701 (714) 558-3211
Carolyn J. Adamson
Curator, Historical Collections
Teaching Materials

Project G.L.A.D.
Fountain Valley School District
HISTORY OF EARLY CALIFORNIA
UNIT PLANNING PAGES

I. FOCUS/MOTIVATION (If science unit, include Inquiry Method here)

- Read aloud - Tree in the Trail, Holling
- Reader's Theater
- Personal Interaction - share family histories, one cultural article from home
- Cooperative Group California charts, picture file cards
- Inquiry Charts
- Poetry - Earth Songs
- Songs - Mi Caballo, Old Paint, Cowboy Lullaby, Old Texas
- Maps

II. INPUT

- Graphic Organizer - history of California, successive waves of immigrants, timeline
- Comparative graphic organizer of Indian, Mission, Pueblo, Rancho, Presidio settlements
- Pictorial Input or Pueblo
- Mi Caballo - Spanish song
- Read aloud The Mexican-Americans, Amigo, or Three Stalks of Corn

III. GUIDED ORAL PRACTICE - Form co-op groups

- T-graph; team points
- Focused reading
- Process Grid - heads together
- On-going Spanish dictionary
- Collecting folders for each group--example of cultural heritage
- Model mind mapping of family histories
- Group mind mapping
- Round table - California words
- Personal Interactions
- Processing of all charts
- Individual/group evaluations

IV. READING/WRITING

A. Group Frame (Teacher uses information from students to model reading and writing with appropriate frame)
   1. Expository Frame - Cooperative Group Strip Paragraph
      Topic sentence, supporting details, closing
   2. Group Poetry Writing Frame - "I know a California Pueblo"
      "I am" a California immigrant
   3. Narrative Frame - Amigo, Human, pet, gifts, to each other, getting together, shared activity

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IV. READING/WRITING (continued)

B. Co-op Reading/Writing Choices
- Interactive reading
- On-going prediction charts
- Expert group reading on Indians in California
- Pairs of pairs, "Felipe and Filomena", group worksheet (Bloom's)
- Ear-to-ear reading Social Studies Book, pp. 159-161, pp. 162-164
- TEAM worksheet
- Group synthesis with mind-mapping
- Group poetry writing
- Group presentations of "The Bell Ringer and the Pirate"
- Group expository paragraphs based on Process Grid (Two students write one paragraph, other two students write second paragraph.)
- Model revising, editing
- Group revising, editing, Mount in Big Books

C. Individual Activities - Portfolio
- Interactive journals
- Learning log
- Home/school connection; mind-mapping of group's family histories; independent reading and process activity, "The Bell Ringer and the Pirates"
- Cowboys of the Old West Coloring Book with reading practice song: copy and illustrate; pet story (Amigo frame); pictorial representation of settlement with expository; cultural heritage paragraphs from Process Grid

D. Writers' Workshop

V. REINFORCEMENT/EXTENSION ACTIVITIES

- Poetry: Earth Songs, Book of Americans
- Songs, role playing
- Art lesson on The Decoration of the California Missions, Neuerburg; making borders for Big Book
- Pencil sketching - Garth Williams style in Amigo
- Chalk - Earth Songs
- Cooking
- Spanish, Mexican music, tapes, radio, TV, films, filmstrips

VI. DAILY ACTIVITIES

- Read Aloud
- Silent Sustained Reading/Book Sharing
- Silent Sustained Writing
- Listening Activities
- Oral Language Activities
- Daily News/Interest Piece
- Personal Interaction

VII. CLOSURE

- Processing Inquiry Charts
- Share Big Books/Personal Explorations
- Pine nuts, Indian flat bread, Mexican candy, chamomile tea, "Eat, drink, and be merry"
- Portfolio conferences

PROJECT G.L.A.D.
Fountain Valley School District
HISTORY OF EARLY CALIFORNIA
SAMPLE DAILY LESSON PLAN

Day 1

FOCUS/MOTIVATION

- Introduction, Indian drawing (stereotype), Historian awards, buttons

INPUT

- History of California, waves of immigrants
  Graphic organizer, timeline
- Learning log

GUIDED ORAL PRACTICE

- Personal interaction - bring one cultural article; interview parents on previous day for homework; students share family histories; share family cultural article
  - Heads together to process, number off
  - Student feedback modeled on mind map

FOCUS/MOTIVATION

- Inquiry Charts
- Mi Caballo Blanco
- Earth Songs Poetry
- T-graph

GUIDED ORAL PRACTICE

- Co-op groups California charts, use picture file cards
- Finish California charts
- Group share charts
- Expert groups on Indian facts
- Begin to fill in Process Grid, heads together

WRITERS' WORKSHOP

- Mini lesson on standards/expectations
- Students plan, share, write
- Teacher conferences
- Author's chair

CLOSURE

- Real Aloud - Tree in the Trail #1
- Personal Interaction - Is your Indian drawing a stereotype! Why, not? What facts do you really know are true? Validate them. Give examples of how Indians are stereotyped in our culture.
- Interactive Journal Writing

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HOME/SCHOOL CONNECTION

- Mindmap your group's sharing of personal family histories; draw the four cultural artifacts from your group.

Day 2

FOCUS/MOTIVATION

- Collecting folders to share on Thursday/Friday; process charts, process grid (add), T-graph, roles, songs, poetry.

INPUT

- Begin comparative graphic organizer of four kinds of settlements, background information "Felipe and Filomena"
- Read Aloud: Teacher reads, pp. 210-213 predicting, words in context

READING/WRITING

- Pairs of pairs; Students #1 and #2 read pp. 214-216; Students #3 and #4 read pp. 217-220
- Pairs of pairs tutoring: complete group worksheet (Bloom's), Individual work - Spanish dictionary, reading songs, folders
- Songs, poetry
- Learning log
- Focused reading, DEAR, Reader's Theater, or Amigo, Three Stalks of Corn

INPUT

- Pictorial input chart of pueblo
  - active participation

GUIDED ORAL PRACTICE

- Process Grid, comparing high level thinking skills
- Writers' workshop
  - mini lesson; organizers/mind maps/ clustering
  - planning, sharing, writing
  - teacher conferences
  - author's chair

CLOSURE

- Read aloud Tree in the Trail, #5 A New Animal on the Plains, #6 The Bearer of Messages
- personal integration - how was your family's immigration the same/different with the early Spanish and Mexican immigrants?
- interactive journal writing

CLOSURE (continued)

- reader's theater - volunteers (after lunch)
- read aloud or new volunteers for reader's theater
- songs, poetry

INPUT

- Individual evaluation sheet - how to use it
- Slides on missions
  - elements of borders
  - combine for group cooperative border strips - mount in Big Book
- decorate folders, cowboy color sheets and reading

HOME/SCHOOL CONNECTION

- Independent reading "The Bell Ringer and the Pirate"; Eight group tasks:
  - Group 1-5 Read and be ready to present Chapters 1-5
  - Group 6 Formulate and agree on four thinking questions regarding Chapters 1 and 2
  - Group 7 Questions for Chapters 3 and 4
  - Group 8 Questions for Chapter 5

Day 3

FOCUS/MOTIVATION

- Read aloud, Amigo, or Where's My Answer, or anticipation/prediction guide

INPUT

- Continue comparative graphic organizer

READING/WRITING

- Learning log
- Ear-to-ear reading in Social Studies Book
- Students #1, #3, pp. 159-161; Students #2, #4, pp. 162-164
- TEAM generic worksheet
- Group tutoring
- Begin group synthesis with mind mapping
- Focused reading
- Finish mind mapping
- Process charts, groups present their California charts
- Individual Evaluation sheets
- Cooperative group strip paragraph - Pueblo settlement
- Frame: topic, supporting details, closing

READING/WRITING (continued)

- Writers' workshop
  - seed notebooks mini-lesson
  - plan/share/write
  - teacher conference
  - author's chair

CLOSING

- Tree in the Trail, #9 Trappers Across the Plains
- Personal Interaction - students share examples of cultural heritage in collecting folders from multimedia, advertisements, food and clothing industry, architecture
- Interactive journal writing

Day 4

FOCUS/MOTIVATION

- Total group poetry writing: "I Know a California Pueblo"

INPUT

- Model highlighting and revising of cooperative - strip paragraph

READING/WRITING

- Co-op groups write paragraphs using frame, agree on topic; students #1, #2 topic sentence; Students #3, #4 closure sentence, #4 supporting details or more
- Read around - students pass paragraphs to next group to highlight, etc. Use timer fast pace "3 before me", two minutes per session
- Back to original partners, partners revise and edit; model three spelling predictions *ask a friend, language wall, language experience notebook, reading books/texts, dictionary, teacher
- Begin individual writings; expository, narrative, poetry, song
- Writers' workshop
  - mini lesson - something new the teacher tried
  - students plan, share write
  - teacher conferences
  - author's chair - who tried something new

READ ALOUD

- Tree in the Trail, #10 Wheels Turn on the Santa Fe, or finish personal explorations, or group practice of presentations of "The Bell Ringer and Pirates"

CLOSURE

- Inquiry charts
- Share personal explorations
- Share Big Book
- Portfolio conferences
- "Eat, drink, and be merry!"
- Team points, team evaluation sheet

*Two volunteers rewrite the paragraphs for Big Book